



## BROOKDALE ELEMENTARY

394 Brookdale Drive  
Orangeburg, SC 29115

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	339 Students	
<b>Principal</b>	Dr. Casandra H. Jenkins	803-534-5982
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Lisa Jenkins	803-533-7927

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Below Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

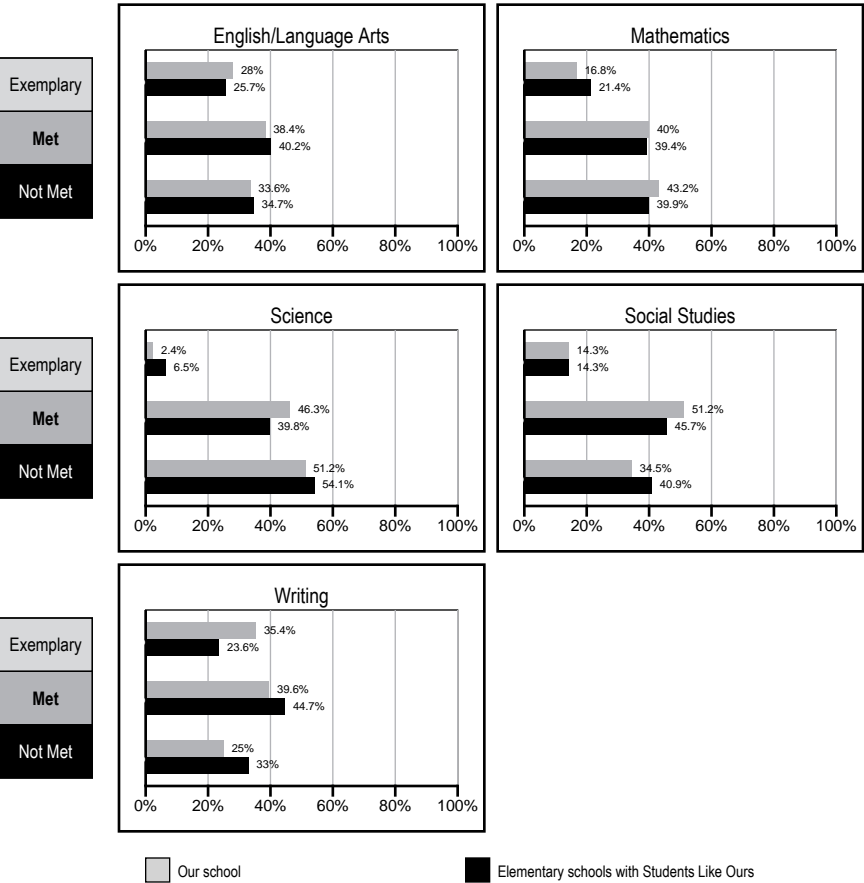
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=339)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 3.8%	1.5%	1.1%
Attendance rate	96.0%	Down from 97.0%	96.0%	96.2%
Served by gifted and talented program	4.5%	Up from 0.0%	5.1%	13.4%
With disabilities other than speech	2.2%	Down from 10.9%	4.3%	4.1%
Older than usual for grade	1.9%	Up from 1.7%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	68.2%	Up from 63.2%	61.9%	62.5%
Continuing contract teachers	86.4%	Down from 94.7%	81.8%	88.2%
Teachers returning from previous year	91.2%	Down from 92.7%	84.6%	87.8%
Teacher attendance rate	94.1%	Down from 95.9%	95.2%	95.2%
Average teacher salary*	\$46,277	Down 0.5%	\$45,188	\$46,773
Professional development days/teacher	18.8 days	Up from 17.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.4 to 1	17.5 to 1	19.9 to 1
Prime instructional time	87.2%	Down from 91.2%	90.1%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,369	Down 7.1%	\$8,760	\$7,447
Percent of expenditures for instruction**	60.5%	Up from 59.0%	67.5%	68.4%
Percent of expenditures for teacher salaries**	55.3%	Down from 56.8%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Brookdale Elementary School is indeed engaged in the Eagle Mentality and continues to SOAR! The Eagles' Nest has achieved great things and is striving to achieve even more. Serving 348 students in child development through fifth grade, our faculty and staff are committed to providing challenging and meaningful instruction to all. We continue to improve academically each year as we use data to monitor, assess, and inform the instruction that we provide based on the individual needs of our students. It is the goal of all stakeholders to develop global contributors to constantly changing society. We are a Title I school with 97% of our population eligible for free or reduced-priced lunch.

The faculty and staff of Brookdale believe that continuous professional development is the core of academic success for our students. Our rich instructional program focuses on the South Carolina Curriculum Standards. We are currently working to transition into the use of the Common Core State Standards. Teachers and administrators commit to instructional planning weekly, monthly, and quarterly to ensure that students are provided with quality instruction that contributes daily to their success in school. We believe that our instructional planning is a huge contributor to making Adequate Yearly Progress (AYP) and increasing our Report Card Rating. Our spiraling curriculum delivers rigorous, challenging instruction that provides experiences for our students that directly impacts their academic growth.

Technological opportunities within the classroom continue to improve tremendously with the incorporation of interactive star boards and CPS systems in every classroom from Pre-Kindergarten to Fifth grade and all Related Arts classes. Teachers are trained to use cutting edge equipment to assist with instruction. Teachers plan weekly with our school-level Technology Instruction Facilitator (TIF) and provide our students with meaningful, interactive instruction that ignites youthful interest in learning.

Parents are major contributors to our family-friendly atmosphere. Our parents willingly enhance the pulse of our positive environment and we are truly thankful. The key factor that creates positive school-to-home relationships in our school is the commitment of faculty, staff, and families to work together for the good of our children. Our Parenting Center gives parents and the community a special place to call their own within our school. Parenting materials are provided in order to assist Brookdale families in all their parenting needs.

We are proud of the growth and achievements that we have been able to achieve as a school community and look forward to working together to continue to make Brookdale a great place to learn and work.

Cassandra H. Jenkins, Ed.D., Principal  
Ms. Lynette Harvin, SIC

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	38	12
Percent satisfied with learning environment	85.0%	86.8%	81.8%
Percent satisfied with social and physical environment	85.0%	89.5%	100.0%
Percent satisfied with school-home relations	85.0%	86.8%	91.7%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	136	99.3	34.1	38.1	27.8	74.6	75.1	82.4	No	Yes
<b>Gender</b>										
Male	72	98.6	42.4	34.8	22.7	69.7	71.9	78.7	N/A	N/A
Female	64	100	25	41.7	33.3	80	78.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	81.9	88.9	I/S	I/S
African American	131	99.2	35.5	38	26.4	73.6	74.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	19	94.7	66.7	20	13.3	40	48.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	100	35.5	38	26.4	73.6	72.5	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	136	100	43.7	39.7	16.7	68.3	72.4	81.9	No	Yes
<b>Gender</b>										
Male	72	100	48.5	34.8	16.7	65.2	69.7	79.9	N/A	N/A
Female	64	100	38.3	45	16.7	71.7	75.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	76.6	88.9	I/S	I/S
African American	131	100	45.5	38.8	15.7	66.9	71.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	40	45.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	100	44.6	39.7	15.7	67.8	70.1	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	87	100	50.6	47	2.4	49.4	57.9	68.6
Gender								
Male	47	100	53.3	44.4	2.2	46.7	58.9	68.3
Female	40	100	47.4	50	2.6	52.6	57	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	72.5	80.7
African American	84	100	52.5	46.3	1.3	47.5	56.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	28.6	38.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	60.7
Socio-Economic Status								
Subsidized meals	84	100	51.9	45.7	2.5	48.1	54.3	57.3

Social Studies

All Students	91	100	34.5	51.2	14.3	65.5	65	72.5
Gender								
Male	48	100	41.9	39.5	18.6	58.1	61.8	72
Female	43	100	26.8	63.4	9.8	73.2	68.4	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	74.2	81
African American	89	100	35.4	52.4	12.2	64.6	63.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	44.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80	69.7
Socio-Economic Status								
Subsidized meals	86	100	35.8	51.9	12.3	64.2	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	54	98.2	25	39.6	35.4	75	66.9	73.2	96	95.9
Gender										
Male	29	100	26.9	46.2	26.9	73.1	59.8	67.2	95.8	95.5
Female	25	96	22.7	31.8	45.5	77.3	74.1	79.4	96.3	96.3
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	65.2	81.5	95.7	94.3
African American	51	98	26.7	37.8	35.6	73.3	66.9	61.3	96	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	99.9	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	27.2	26	95.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	96.2
Socio-Economic Status										
Subsidized meals	51	98	26.7	37.8	35.6	73.3	63	63.2	96	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	51	100	29.8	46.8	23.4	70.2
	4	49	95.9	35.4	37.5	27.1	64.6
	5	48	100	46.8	46.8	6.4	53.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	97.4	27.8	25	47.2	72.2
	4	42	100	48.8	34.1	17.1	51.2
	5	56	100	26.5	51	22.4	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	51	100	42.6	40.4	17	57.4
	4	49	100	29.2	52.1	18.8	70.8
	5	48	100	68.1	23.4	8.5	31.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	58.3	22.2	19.4	41.7
	4	42	100	43.9	51.2	4.9	56.1
	5	56	100	32.7	42.9	24.5	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	24	100	61.9	33.3	4.8	38.1
	4	49	100	39.6	52.1	8.3	60.4
	5	26	96.2	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	55.6	38.9	5.6	44.4
	4	42	100	N/AV	N/AV	N/AV	34.1
	5	26	100	20.8	75	4.2	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	28	92.9	16	72	12	84
	4	49	100	18.8	60.4	20.8	81.3
	5	23	100	N/A	N/A	N/A	27.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	22.2	38.9	38.9	77.8
	4	42	100	N/AV	N/AV	N/AV	68.3
	5	30	100	48	32	20	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	50	96	40	51.1	8.9	60
	4	49	95.9	37	43.5	19.6	63
	5	48	93.8	40	46.7	13.3	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	98.2	25	39.6	35.4	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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